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Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
STEAM, Nature's Center for Innovation

2. Executive summary: Please limit your responses to no more than three sentences.
STEAM: Nature's Center for Innovation is a faculty driven initiative to transform teaching and the learning experiences for 3,300 K-5 children attending Newark City Schools and Par Excellence Academy (a neighboring community school). Newark and Par Excellence teachers and leaders are collaborating with Licking Co ESC, Dr. Herb Broda (outdoor education expert), Creo Studio (digital, inquiry based art and ELA integration) and EnvisionEdPlus to ensure every child learns to think and innovate and that systems are in place to support and sustain the innovations long term. An additional implementation partner is The Works, Ohio Center for History, Art and Technology. The Works will provide important professional development through the Licking County ESC in relationship to the integration of the Arts into STEM-related initiatives. Faculty have been working with partners to transform indoor and outdoor spaces into exploration zones children will integrate all content areas through the lens of arts and science. EnvisionEdPlus, Dr. Broda and Licking Co ESC will support faculty and business partners as they re-think systems and build teacher capacity to increase student engagement, personalization and achievement using inquiry based and blended instruction. Creo Studio will collaborate with teachers to design and pilot "Creo: Art of Story" a digital, arts based ELA K-3 reading engagement and intervention program which will be scaled and made available to schools across the state. By 2020, the consortium will reduce operating costs by $3,561,190.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3313. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- [ ] Pre-K Special Education
- [ ] Kindergarten
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Melinda Vaughn
Organizational name of lead applicant
Newark City Schools
Address of lead applicant
621 Mount Vernon Road, Newark, Ohio 43055
Phone Number of lead applicant
740-670-7051
Email Address of lead applicant
mvaughn@iac.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- [ ] Yes
- [ ] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

| The current state or problem to be solved; and | We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet. Our campuses do not adequately leverage the benefits of technology to connect learners, instructors and information regardless of place or space. Our campuses have the capacity to better prepare learners for a role in the global economy. Our imperative is to accommodate the needs of a global student body and to prepare learners for a multi-cultural learning experience. We are challenged to ensure that students are adequately prepared to respond to 21st century learning environments that center around Critical thinking, Problem solving, Innovation, Effective communication, Effective collaboration, Self-directed learning, Information and media literacy, Globally aware, Civicly engaged, Financially and economically literate. Currently, the elementary teachers of the Newark City Schools and the Par Excellence Academy, who have been engaged in the planning and writing of this grant, are similarly faced with the need for a paradigm shift. Students in these schools are experiencing success, but are primarily exposed to traditional teaching and learning methodologies in the classroom. With the emergence of Common Core Standards, new capacity exists to propel students into learning opportunities that were not considered mainstream merely five years ago. To that end, this grant allows both consortium members to create indoor and outdoor flexible learning spaces and build faculty capacity to transform the educational experience for the students by exposing them to a variety of Project-based, Problem-based, and Inquiry-based learning opportunities. Supported by state of the art spaces and transformation teaching strategies, the teachers will engage students in experiential learning opportunities that encompass the areas of Science, Technology, Engineering, Arts and Math (STEAM). |
| The proposed innovation and how it relates to solving the problem or improving on the current state | We intend to accomplish three primary objectives within the scope of this grant. 1.) Engage the teachers in professional learning that emphasizes the unique learning needs of all students and how these new spaces facilitate greater opportunities for teachers to 2.) Construct outdoor learning spaces. 3.) Re-imagine indoor learning spaces in the form of transforming current library learning centers to being technologically advanced Media Centers so that we can engage students in work that truly embodies 21st Century Skills. The goal of our teachers is to transform both the teaching and the learning environments at 8 elementary schools so all children can be more deeply immersed in Common Core Standards and exposed to 21 Century Skills (Critical thinking, Communication Skills, Collaboration / Teamwork and Creativity / Innovation). We (Newark and Par Excellence teachers) have been integrating new standards and preparing more engaging units and lessons for several years which has led to student improvement. However, good is not good enough. We need to systematically transform the we approach the we approach instruction, environment and student learning experiences. Licking Co ESC and EnvisionEdPlus are our primary professional learning and system re-design partners. They will provide ongoing training and coaching throughout the project to build leader and faculty capacity to provide high quality instruction and learning opportunities. EnvisionEdPlus will also work closely with our leaders to develop operational systems which will allow us to scale and sustain our innovations well beyond the sustainability period. Together with our principals, Curriculum Director and partners, we have crafted a thorough professional development plan so every teacher builds capacity to engage in this important shift in paradigm. We will use a Train-the-Trainer model with on-going support for each school. Our building ambassadors (trainers) will ensure that "local" experts are developed and that a network of those experts support the life of the initiative well beyond the life expectancy of the grant period. The Works, Ohio Center for History, Art and Technology will assist in STEAM Professional Development through the Licking County ESC and will be instrumental in the integration of Art into STEM-related projects. We will transform both indoor and outdoor spaces in our schools to provide our children with 21st century flexible learning spaces where they can truly inquire, explore and innovate. Locht, Inc is working with teams of teachers to re-design our traditional learning spaces so that our children have greater access to hands on science and engineering and technology, Herb Broda, Ashland University Professor, and teachers will transform traditional outdoor green spaces into community based outdoor learning centers. We will build outdoor shelters at each school to support instruction taking place outside. In addition we will create spaces for raised bed gardening, hydroponics, solardomes, and other elements so every student can experience and engage in the vast array of outdoor learning opportunities that exist. Undergirding the entire initiative is an understanding that we must respond to the unique and personalized needs of our students. As part of our professional development plan we will deeply embed blended and digital instructional models that allow us to better meet children's need. Creo Studio, an emerging leader in arts-based digital learning will collaborate with our teachers to design and pilot "Creo: Art of Story" a digital, arts based K-3 early learning reading engagement and intervention program to further support our struggling readers. Creo Studio will later be scaled and made available to schools across the state. STEAM: Nature's Center for Innovation puts teachers, principals and children in the driver's seat for school transformation and together we are "digging our hands in" - literally and figuratively. |

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- [ ] Yes
- [ ] No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.
Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

**Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)**

**Benchmark 1: District Report Card - AMO (Annual Measurable Objective) Baseline 2013: Newark City: (69.8%), Par Excellence (50.0%), Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card AMO. Long Term: By June 30, 2020, buildings will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. Benchmark 2: District Report Card: K-3 Literacy Baseline: In 2014, ODE will report on K-3 Literacy for the first time. Newark and Par Excellence will use 2014 District Report Card results for K-3 Literacy as the baseline. Short Term: By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card K-3 Literacy. Long Term: Annually, each building will report 10% annual decrease in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee. Benchmark 3: Ohio Reading Assessment Short Term: By June 30, 2015, Buildings will increase overall student performance on Ohio reading assessments by 2% Long Term: Buildings will increase overall student performance on Ohio math assessments by 2% Long Term: Buildings will increase overall student performance on Ohio math assessments by 2% per year.**

**Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)**

**Project Outcome 2: As a result Straight A grant innovations, consortium will reduce instructional costs by $3,561,190 Benchmark: By June 30, 2016, instructional costs will decrease from $62,818,102 (FY14) to $61,981,777 Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from $34,631,559 in FY14 to $33,926,559 in FY16 - Fringe benefit will reduce from $12,500,145 in FY14 to $12,383,820 in FY16 - Purchased service cost will reduce from $12,334,414 in FY14 to $12,329,914 in FY16 - Supply costs will reduce from $2,286,313 in FY14 to $2,285,813 in FY16 - Capital outlay will reduce from $10,000 in FY14 to $0 in FY16 - Other costs will reduce from $1,055,671 in FY14 to $1,055,671 in FY16 By June 30, 2020, instructional costs will decrease from $62,818,102 (FY14) to $62,187,647 (FY16) – Person nel costs will reduce from $34,631,559 in FY14 to $34,104,559 in FY20 - Fringe benefit will reduce from $12,500,145 in FY14 to $12,413,190 in FY20 - Purchased service cost will reduce from $12,334,414 in FY14 to $12,328,814 in FY20 - Supply costs will reduce from $2,286,313 in FY14 to $2,285,813 in FY20 - Capital outlay will reduce from $10,000 in FY14 to $0 in FY20 - Other costs will reduce from $1,055,671 in FY14 to $1,055,671 in FY20**

**Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)**

**Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)**

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

**Enter Budget**

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

**Upload Documents**

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil
The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

9,339,767.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Purchased Services $3,163,282: Upgrade of Wif and electrical for Innovation labs $200,000; Shelter concrete slab $160,000; Greenhouse concrete slab and knee wall $200,000; Site upgrades for walks and landscaping $160,000; Utility connections $600,000; Professional Development 396 direct days during the grant years $672,082; Professional development for 150 days during the grant $200,000; Stipends during the years of the grant $960,000; Grant administration $11,200. Supplies $666,724: Greenhouse supplies $40,000; Software for Defined STEM with a 6 year contract $81,640; Moby Max-math and ELA remediation program $25,000; CREO digital art software $331,900, which is a perpetual license making this software available to the district forever; Vex Robotics Kits with 3 year replenish and upgrade $119,984; Lego NXT kits with 3 year replenish and upgrade $68,200; Capital Outlay $5,509,761: Classroom furniture, carts, storage units, interactive whiteboards, demonstration display boards and privacy walls $1,030,561; Audio visual allowance for flat screens, document cameras, LCD projectors, mobile carts and video conference $80,000; Laptop carts $1,600,000; iPad mini carts $480,000; Shelter spaces $560,000; Greenhouses $159,200; facility purchase for Par Excellence $400,000; Renovations of facility for Par Excellence $700,000; Furnishing for space for Par Excellence $500,000. Our teacher created initiative calls for new instructional practices that necessitate purchases, renovations and professional development that are substantiated in the budget described in this narrative. This grant calls for a fundamental paradigm shift from traditional instructional practices to new instructional practices that emphasize student directed exploration. One that focuses on differentiated approaches and demonstrative of a well-founded understanding of real world experiences and problems being solved in an authentic context. Traditional spaces, therefore, become unused spaces. However, this grant assists in the transformation of those currently underused/underused spaces into flexible learning spaces that permit students to engage in self-guided work.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There are not any sustaining cost for this grant. The grant will pay for all items and have 5 year contracts for the years following FY15 the grant year. While conventional wisdom would seem to indicate that the purchase of a new building would create additional sustaining costs, the reason that no sustaining costs are expected is because of the fact that during the renovation of the newly purchased building’s high efficiency features will be used throughout the building and will in fact become an additional opportunity for a problem-based learning project for students. The estimation is that the new facility costs will be neutral - no sustaining and no savings.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less...
For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/2014- 9/30/2014

July 2014 Grant Funding Released - Board approve resolution accepting the grant Initiate all Requisitions to generate Purchase Orders Summer PD Activities Purchase of all related supplies / equipment / technology Purchased service Agreements executed Place all orders for supplies / equipment / technology District Leadership team meet with PD providers to finalize August PD plan for Lead Teacher Physical Plant Preparations made by appropriate district departments as needed for grant implementation August 2014 Lead Teacher PD Teacher training School Roll-out planned Community Roll-out planned Student Roll-out planned Staff surveys developed Student surveys developed Development of data reporting forms and protocols Comprehensive staff overviewinitiated Presentation to the Board of Education
**Anticipated barriers to successful completion of the planning phase**

**Barriers:** Teacher release time to provide input Solution: Collaborated through electronic communication including email, Google Docs, teachers sharing at staff meetings, gaining input from staff and then reporting back to the Project Steering Committee. Barrier: Effective coordination of project activities across buildings, departments and service providers Solution: Project Manager and EnvisionEdPlus will meet twice a month to coordinate activities and develop strategies to address potential problems as they arise. Barrier: Physically managing huge influx of technology. Solution: district has a technology staff that will provide assistance. However, there are provisions in the grant budget for external services to address issues specifically pertaining to ramp-up and roll-out...to include physical plant related issues Barrier: On time completion of Flexible Learning Space (Indoor and Outdoor) facility enhancements/tech access. Solution: Project Manager and contracted designer/vendors will work together to develop plans for ensuring on time completion with an implementation schedule to ensure that necessary site upgrades for outdoor spaces are completed prior to adverse weather conditions in the fall of 2014. Solution: Arranging for concrete slabs to be installed prior to freezing temperatures will be important. All other construction work can occur at any time once materials are on site as long as concrete slab is poured and cured. Barrier: grant awarded during teacher summer break. Solution: The teachers on the Project Steering Committee have been identified. As such, once grant is approved and funds received, summer planning hours can be boarded and August planning meetings may be confirmed.

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**Anticipated barriers to successful completion of the planning phase.**

**Barrier:** Roll-out during the beginning of the school year while teachers are getting to know students Solution: The biggest challenge is really the fact that all spaces will not be ready in the fall when school actually starts. Teachers have an energy to start the project and sustaining that energy through the construction phases. That said, as this paradigm shift begins to take root, beginning of year meetings will focus around fundamental ideological shifts and how those shift can begin to occur even in advance of the completion of all of the physical plant upgrades and updates. Barrier: due to grant implementation requirements, we will likely miss the window of opportunity for teachers to incorporate elements of the grant into their SLO's for the 2014-15 school year, thus lessening perceived importance and priority of the project. Solution: Access to new outdoor and indoor spaces will be available in Spring 2015 or Fall 2015. Staff capacity building will be the focus of PD during FY15, with opportunities to co-teach inquiry based units and plan units using new space for late spring 2015 or early Fall. SLOs for 2015-16 year will directly relate to new pedagogy since staff will be more comfortable with innovative strategies at that time. Barrier: "this too shall pass" Not a "new what", but rather a new means of accomplishing the "what's" we already have to do. Solution: generally this attitude accompanies initiatives that are generated from a "top-down" approach. Since this project has so consistently been representative of teacher-driven initiatives, there seems already to be a different energy in the buildings in relationship to it. Teachers gladly provided feedback to Teacher from the Project Steering Committee and seem to be looking forward to the possibilities that will present themselves as a result of implementation.

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**Anticipated barriers to successful completion of the summative evaluation phase.**

**Barrier:** Time for staff collaboration/training essential to project success. Solution: Grant will cover costs for additional training and professional development needed to plan and implement new instructional strategies. Staff will be eligible to receive CEU's and stipends for implementing this new work. Barrier: Staff may be overwhelmed with the radical paradigm shift Solution: Because of the nature of the
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We spoke previously about a paradigm shift and a fundamental re-envisioned instructional pedagogy that engages students at a different level in the learning process. This paradigm shift will be accompanied by a shift in organizational practices. With this fundamental transformation of how teaching and learning is conducted, new emphasis will be placed on personalizing the educational experience for students. DefinedSTEM allows teachers to differentiate projects on the basis of student ability without students even knowing that the differentiation is taking place. The design teams are excited about implementing a structure that will take this important step in the direction of self-directed learning. While we understand that students experience the world through different lenses, we have an increasing responsibility to shape opportunities for students to demonstrate their learning through those same and varied lenses. Consequently, as we move more in the fundamental direction of personalization, it is important to remember that individual learning styles are essential in the learning continuum: VISUAL IMAGIST Learns through seeing pictures. AUDITORY ORAL Learns by talking and hearing themselves talk. MOTOR KINESTHETIC Learns through the use of fine motor muscles. MOTOR MECHANIC Learns through the use of gross motor muscles. AUDITORY AURAL Learns by listening to others. VISUAL VERBALIST Learns through seeing words. Not only are there different styles of learning, but there are several modes of learning and teaching that produce new and different expressions of learning demonstration. These fundamental approaches belie the structure of our project and our efforts will focus in the area of Inquiry-Based Learning, which is a student-centered, active learning approach focusing on questioning, critical thinking, and problem solving. It is associated with the idea “involve me and I understand.” Our students are embarking on a new journey...one steeped in individual exploration and expression.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

ODE challenged districts to pursue projects sparking “disruptive innovation”. What is it? How do we know if our innovative practices are disruptive? The term disruptive innovation was coined by Clay Christensen (Harvard Business School Professor). Dr. Christensen says “an innovation that is disruptive allows a whole new population of consumers at the bottom of a market access to a product or service that was historically only accessible to consumers with a lot of money or a lot of skill”. How does this business theory translate into education? By simply applying the business definition to the education field, disruptive innovation in education would then mean any systematic or instructional change that shifts opportunities historically only accessible to high wealth schools, or available only to high performing students, and makes them available across the general population. The Newark City Schools and the Par Excellence Academy believe schools, districts and partners must think even more grandly. Teachers, leaders, communities, business and non-profits must come together to: RE-INVENT not renovate the learning opportunities we provide all children, RE-ENVISION not reform systems and supports to optimize learning opportunities so every child, in every classroom, every day can reach their greatest potential. The Newark City / Par Excellence Consortium will use EnvisionEdPlus’ Four Tenets for Re-envisioning Education as the guiding principles for truly disrupting education for the children we serve. The consortium will disrupt the traditional approach to learning by redesigning space to be more open, flexible, technology rich and inquiry ready. Through the use of mobile devices, instruction will be disrupted by engaging learner using high quality digital content. Materials and information come alive - will not be static and accessed anywhere in the school environment. Project Based Learning engages students to learn through inquiry, standards will be covered, but the capacity for “more” is limitless. Time, location and materials are no longer barriers so teachers can every learner in a grand exciting way! This is a completely new initiative. No school district has used fully implemented EnvisionEdPlus Tenets to purposefully plan disruptive innovations across instructional and operational systems. However, the Tenets were created as a result of EnvisionEdPlus critically analyzing the amazing systematic and instructional transformations in Reynoldsburg City Schools (similar to CW demographics) which resulted in significant state and national attention and comparing them with research, best practices & future trends in education and business. This analysis determined that sustainable and scalable change will occur when a school implements disruptive innovations in all four of these critical areas: instruction, learning supports, systems and partnerships. Using
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project’s progress).

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th># of teachers trained Baseline - 0 FY ’15 - 12 per school FY ’20 - 100% per school Teachers participating in PD will be maintained through logs and CEU records</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Teacher Ambassadors trained to facilitate on-going training and school-based PD Baseline - 0 FY ’15 - 2 per school FY ’20 - 5 per school Teachers participating as Ambassadors maintained through Stipends awarded and sign-in logs for Project Mtg.</td>
<td></td>
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<tr>
<td># of times that spaces are being accessed Baseline - 0 FY ’15 - Each teacher complete one IBL Project when accessing Flexible Learning Spaces FY ’20 - Each teacher complete one IBL Project per quarter</td>
<td></td>
</tr>
<tr>
<td># of arts as evidence containing exemplars and other examples of student produced work. # of times that teachers take students to access the spaces to ensure that all are accessing and to provide a base for continued training and support. Baseline - 0 FY ’15 - Each trained teacher take classes to one of the FLS twice per week FY ’20 - All trained teachers take classes to one of the FLS twice per week Logs, schedules, work product % and frequency of students accessing the spaces as benchmarked by the teachers and administrators at each location. Baseline - 0 FY ’15 - 80% accessing once FY ’20 - 100% accessing twice per week</td>
<td></td>
</tr>
<tr>
<td>Increase student performance on the Mathematics state assessments on the Reading state assessments by Baseline - varies by school FY ’15 - Increase 2% of baseline FY ’20 - Increase 3% per year Monitor LRC as summative data, use data from Literacy Collaborative as formative data Increase student performance on the Mathematics state assessments Baseline - varies by school FY ’15 - Increase 2% of baseline FY ’20 - Increase 3% per year Monitor - report card as summative data, local measures as formative data Decrease # of students requiring intervention for the 3rd grade guarantee by 10% per year during the grant period Baseline - varies by school FY ’15 - Decrease 10% of base FY ’20 - Decrease 50% of base</td>
<td></td>
</tr>
</tbody>
</table>

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The evaluation team, in conjunction with building design teams, will be responsible for monitoring the building-based procedures for data collection to ensure that the Project Steering Committee has quarterly feedback as to the progress being made in the schools toward meeting interim and long-term goals and identifying course corrections as necessary to ensure the implementation success. The district Elementary Curriculum Director and Par Excellence Administrator will ensure that as schools complete annual goal setting documents that SMART goal statements are integrated into plans to ensure there is a priority placed on the integration of Flexible Learning Spaces into the culture of the schools. The evaluation team will be responsible for facilitating interim reviews of the Inquiry-Based Learning activities that are submitted as exemplars. Creo Studio will contract with an independent researcher to assess extent to which Creo Studio: Art of Story supports ELA outcomes for struggling readers. Based on evaluations, Creo Studio curriculum team will re-design and improve program.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Life-long learning will be replaced by life-long exploration. We are embarking upon a fundamental shift in how students perceive the world in which they live. We anticipate that the lasting impact of our project being that of students authentically engaging in the learning process outside of the walls of the schools. We further anticipate that our students will engage in activities inside the walls of the building that deepen their understanding of the interconnectedess of learning experiences and how research and exploration can extend to learning environments that reach far beyond the comfortable confines of the school or classroom. Additionally, we expect to experience a fundamental shift in teaching and learning. Our teachers will begin the transformational process of moving from "sage on the stage" to "guide on the side." This shift will empower our students to launch themselves into the self-directed world of exploration and problem-solving. We anticipate that the project will be sustainable beyond the life of the grant because of the Train-the-Trainer model that we will incorporate into the first years of grant implementation. It is our intention to create local experts in each school that will ensure the momentum well beyond the life of the grant. The district administration, albeit was a part of the crafting of this grant, stepped aside so that teacher ideas, which propelled initial conversations, were substantially represented in the writing of this grant application. It is because of this strength that this initiative will have life well beyond the implementation period. The district administration understands that success in changing classroom pedagogy is an activity best operationalized by those closest to the craft. Teachers will be the fuel of this project and it is teachers who will drive the successful achieving of goals. Following this pilot Creo Studio: Art of Story will be available to schools and families across Ohio as an app (or most appropriate technology) that will allow children to use this reading engagement and intervention tool to support instruction necessary for all children to meet or exceed 3rd grade guarantee. Newark City Schools and Par Excellence will have perpetual licenses for the software so
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

**Goal 1: Student Achievement**

**Benchmark 1: District Report Card - AMO (Annual Measurable Objective) Short Term** By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card AMO. Long Term: By June 30, 2020, buildings will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. **Benchmark 2: District Report Card: K-3 Literacy Short Term** By June 30, 2015, Building Design Teams will have plan in place to significantly increase achievement for all children as measured by District Report Card K-3 Literacy. Long Term: Annually, each building will report 10% annual decrease in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee.

* Spending Reduction in the five-year fiscal forecast

**Project Outcome 2:** As a result of Straight A grant innovations, consortium will reduce instructional costs by $3,561,190. **Benchmark:** By June 30, 2016, instructional costs will decrease from $62,818,102 (FY14) to $61,981,777, resulting in a 1.33% decrease in operating budget. **Short Term reductions:** During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from $34,631,559 in FY14 to $33,926,559 in FY16 - Fringe benefit will reduce from $12,500,145 in FY14 to $12,383,820 in FY16 - Purchased service cost will reduce from $12,334,414 in FY14 to $12,329,914 in FY16 - Supply costs will reduce from $2,286,313 in FY14 to $2,285,813 in FY16 - Capital outlay will reduce from $10,000 in FY14 to $0 in FY16 - Other costs will reduce from $1,055,671 in FY14 to $1,055,671 in FY16 By June 30, 2020, instructional costs will decrease from $62,818,102 (FY14) to $62,187,647 resulting in 1.00% decrease in operating budget. **Long Term reductions:** During FY20 consortium anticipates the following cost reductions - Personnel costs will reduce from $34,631,559 in FY14 to $34,104,559 in FY20 - Fringe benefit will reduce from $12,500,145 in FY14 to $12,413,190 in FY20 - Purchased service cost will reduce from $12,334,414 in FY14 to $12,328,414 in FY20 - Supply costs will reduce from $2,286,313 in FY14 to $2,285,813 in FY20 - Capital outlay will reduce from $10,000 in FY14 to $0 in FY20 - Other costs will reduce from $1,055,671 in FY14 to $1,055,671 in FY20 By June 30, 2020, instructional costs will decrease from $62,818,102 (FY14) to $62,187,647 resulting in 1.00% decrease in operating budget.

**Goal 2: Spending Reduction in the five-year fiscal forecast**

- Fringe benefit will reduce from $12,500,145 in FY14 to $12,413,190 in FY20 - Purchased service cost will reduce from $12,334,414 in FY14 to $12,328,414 in FY20 - Supply costs will reduce from $2,286,313 in FY14 to $2,285,813 in FY20 - Capital outlay will reduce from $10,000 in FY14 to $0 in FY20 - Other costs will reduce from $1,055,671 in FY14 to $1,055,671 in FY20 By June 30, 2020, instructional costs will decrease from $62,818,102 (FY14) to $62,187,647 resulting in 1.00% decrease in operating budget.

25. Is this project able to be replicated in other districts in Ohio?

[ ] Yes

[ ] No

* Explain your response

EnvisionEdPlus was founded to drive conversations about new models for education. The Tenets guide communities to think big, start small & scale fast while building capacity to extend their innovative ideas. In this case, schools may take on 1 or 2 Tenets and slowly adapt processes and scale practices. While the time commitment is significantly less - 1-2 years, the results will be small scale also. District will encourage visitations and submit proposals for key Ohio conferences to share learning. EnvisionEdPlus was founded to drive conversations about
educational reform to a new level, and ultimately re-envision education— not promote school reform. This framework can be used in any districts/school across Ohio. EnvisionEdPlus will support districts to re-invent the educational experiences children have every day - and keep adapting the systems to address new needs and integrate new technologies. Districts would use EnvisionEdPlus’ Innovation Design Process to guide full scale school design and re-design. School communities (traditional, charter and private) would create Innovation Teams where teacher leaders, administration & community partners collaborate to re-think education and their role in the process. EnvisionEdPlus uses the six phase Innovation Design Process encouraging Innovation Teams to Think Big, Start Small and Scale Fast as they re-envision the teaching and learning experience. Throughout this process, EnvisionEdPlus supports teachers, leaders and community members to build the internal and external capacity to implement the new vision. Ultimately, school, district & community systems empower all student to graduate college/career ready so they thrive in an ever changing world. By pushing thinking in districts across the state, we will enable leaders and teachers to redefine systems and supports ensuring long term sustainability of their new vision for teaching and learning. The lines between home, school, community, higher education, and workforce blur as stakeholders across systems re-imagine their own role in ensuring every student graduates college and career ready and thrives in an ever changing world.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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</thead>
<tbody>
<tr>
<td>Gisele</td>
<td>James</td>
<td>740-344-7279</td>
<td><a href="mailto:gjames@laca.org">gjames@laca.org</a></td>
<td>Par Excellence Academy</td>
<td>000941</td>
<td>96 Maholm St, Newark, OH, 43055-3906</td>
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## Partnerships

<table>
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</thead>
<tbody>
<tr>
<td>Mary</td>
<td>Pizzurro</td>
<td>614-989-5978</td>
<td><a href="mailto:mpizzurro@lothinc.com">mpizzurro@lothinc.com</a></td>
<td>Loth, Inc.</td>
<td></td>
<td>855 Grandview Ave., Columbus, Ohio, 43215</td>
<td></td>
</tr>
<tr>
<td>Herb</td>
<td>Broda</td>
<td>330-749-4479</td>
<td><a href="mailto:hbroda@ashland.edu">hbroda@ashland.edu</a></td>
<td>Ashland University</td>
<td></td>
<td>426 Oakley Road, Wooster, Ohio, 44691</td>
<td></td>
</tr>
<tr>
<td>Marcia</td>
<td>Downes</td>
<td>740-349-9277</td>
<td><a href="mailto:info@attheworks.org">info@attheworks.org</a></td>
<td>The Works, Ohio Center for History, Art and Technology</td>
<td></td>
<td>55 South First Street, Newark, OH, 43055</td>
<td></td>
</tr>
</tbody>
</table>
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Marcia</td>
<td>Downes</td>
<td>Managing Director</td>
<td>As an implementation partner, the Works will provide direct support during the project. Its experience with both indoor and outdoor learning spaces is remarkable in the Licking County area. As a collaborative partner, The Works will meet with staff to assist in the development of Inquiry-based, Project-based, and Problem-based Learning activities in both the Indoor Innovation Centers, along with Outdoor Learning Centers. Another major contribution that The Works will make to the consortium is in the area of integrating the arts into the projects that are created at each building.</td>
<td>Ms. Downes is the managing director at The Works and has been 2001. She served as Director of The Newark Campus Development fund from 1998-2001. She joined The Ohio State University at Newark Board in 2011. She is the managing director of The Works Museum in Newark, and was the Executive Director of the Newark Campus Development Fund from 1996-2001. Ms. Downes serves in an advisory role to the Licking County Convention and Visitors Bureau. Her other community involvements include: -Newark Rotary Member; -Central Ohio Technical College Accreditation Team; -Development Council Member, Licking Memorial Health Systems; -Licking County Historical Alliance; -Executive Committee, Our Futures. Ms. Downes earned a B.S. in cultural geography from Radford University (Radford, VA) in 1977.</td>
<td>The Works is an interactive learning center where people of all ages can have fun and be inspired by the history, technology, and artistic accomplishments of our community. The vision for The Works began in the early 1990s when local businessman Howard LeFevre called upon a group of citizens to create a venue that would preserve our region's industrial heritage. Educators, artists, engineers, and community leaders became partners in the creation of an institution where history is the foundation for programs that link the past, present, and future. Our founders and volunteers refurbished and transformed historic structures with the goal of providing interactive experiences for all ages of visitors. Almost 20 years later, The Works boasts an impressive infrastructure featuring a six-acre complex, energetic volunteers, a dedicated staff, exciting exhibits, school programs, strategic partnerships, and enthusiastic community support. The Works creates programs and initiatives that align with its mission. Focused on visual arts, history, and technology, their exhibits and programs welcome visitors from throughout Ohio and the world. Their art galleries, programs, and glass &quot;hot shop&quot; invite visitors to become actively engaged in appreciating art through hands-on experiences. Arts programs are designed to evoke inquiry and understanding, while related lectures and presentations allow our community access to world-class arts and humanities experts. History exhibits and programs are focused on innovation and</td>
<td></td>
</tr>
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</table>
**Invention** - especially the storied history of our region's industrial past and contributions to the world of inventions and patents. Their high-tech science, technology, engineering, and math (STEM) programs are aligned with State of Ohio educational standards to offer students, teachers, and parents a wide variety of school-based, after-school, and summer opportunities. The Works is an official affiliate of the Smithsonian Institution.

| Melinda Vaughn | Director of Elementary Curriculum and Grants Management | Consortium Project Director - Melinda Vaughn will be responsible for all aspects of the implementation of the Straight A Grant for the Newark City Schools. Melinda will oversee the CCIP revisions and budget changes. Melinda will be responsible for the internal budget changes, creation of requisitions, scheduling and planning of professional development. She will oversee the correct district procedures are followed for payment of subs, stipends and invoices. Melinda will be the lead person for all questions concerning the implementation in the district. Melinda will work directly with the teachers, support staff and maintenance every step of the way from the initial notification to the end. | Melinda Vaughn holds a Bachelor of Science in the Education with a double major in the education of the handicapped and elementary education. She holds a Master's of Education in special education as well. Currently she has a permanent teaching license for K-8 elementary education as well as a valid intervention specialist license for teaching K-12 for SLD, ED, Mild to moderate, and Cognitive Disabilities. Her k-8 elementary principal's license is also valid. Melinda also has 30+ graduate hours beyond her master's degree. Melinda is also a member of Alpha Delta Gamma, a professional altruistic sorority. | Melinda Vaughn has been an educator for 28 years. Her entire career has been with the Newark City Schools in a variety of capacities, starting as a special education teacher and through several central office positions. Administratively she has held positions including Assistant Curriculum Director, State and Federal Grants Supervisor where she gained experience in grants management, Title 1 and navigating the CCIP. Melinda is now Director of Elementary Curriculum. Her most recent grant success was the Safety Grant enhancing the entrances of all the buildings in the district applying for and receiving $5000.00 in reimbursement for each building. Melinda also is responsible for the two 21st Century Grants and managing the budget and the CCIP for the grant. All of these experiences make Melinda more than qualified to implement a Straight A Grant. |
| Trent Montgomery | Interim Treasurer, Licking County ESC | The Licking County ESC is responsible for being the fiscal agent of the grant. Grant funds will be administered through the ESC and professional development will be coordinated through the services provided. | Licking County Educational Service Center (LCESC) is located at 145 North Quentin Road, in Newark, Ohio and has been in existence since 1914. We currently lease office space from the Newark City School District and also share office space with the Licking Area Computer Association. Licking County ESC serves six local rural school districts with more than 12,417 students ages three to 21. Licking County ESC has been providing shared services for many, many years. We currently serve as fiscal agent for the High Schools That Work-Central and Southeast Ohio regions and have done so for ten years. Also, our district/agency has served as fiscal agent for numerous Ohio Department of Education grants. Licking County ESC coordinates several professional development activities. | Licking County Educational Service Center has been providing shared services for many, many years. We currently serve as fiscal agent for the High Schools That Work-Central and Southeast Ohio regions and have done so for ten years. Also, our district/agency has served as fiscal agent for numerous Ohio Department of Education grants. Licking County ESC coordinates several professional development activities. |
### Gisele James

**Position:** Superintendent / Administrator  
**School:** Par Excellence Academy

- Gisele James started out educating adults 25 years ago as a professional trainer and professional speaker. She has a BS in Business Management and Marketing. Gisele realized her calling at went back to school to get her Education degree and License. Her dynamic presentations and strong connections with students made her a highly respected teacher. Gisele James has 15 years working with at risk students. Her first experience with innovation in education was at Reynoldsburg High School where she taught grades 9 through 12 English for the alternative school "Trailblazers." She wrote curriculum and developed educational hands-on programs that helping struggling students achieve.

- She was chosen to present at Battelle for kids in 2009 delivering a program on "How to get powerful performance from struggling students!" She was also the 2012 Outstanding "Master Student of the Year" at Ashland University In 2010 Mrs. James identified the culture of health, harmony and service at Par Excellence Academy so staff, students, parents and the community were clear about Par Excellence’s unique presence as a community school. Five years ago Par Excellence Academy was under the gun to bring up the academic scores or close. Mrs. James was hired to turn the school around the first year the school’s average rise in scores was 40 points taking the school from "continuous improvement" to "effective." Last year Par Excellence had a huge victory with achieving 100% in the 4th grade reading score, a success shared by only 8 public schools in the state of Ohio and only 4 community schools! Gisele James has a proven track record of being committed to innovation and student achievement.

### Michele Timmons

**Position:** Founder / President  
**Organization:** EnvisionEdPlus

- Over the course of 5 years, EnvisionEdPlus will provide 31 days of service building staff capacity to implement innovative instructional.

- As Founder and President of EnvisionEdPlus, Michele Timmons and an amazing team of Innovation Specialists have

- Mrs. Timmons is a career educator with over 23 years experience as a teacher, principal, district administrator, charter school district administrator and many other leadership positions in education.
strategies, Flexible Learning Spaces effectively and re-
design educational systems to optimize learning
opportunities for all children. In each, all systems will
become flexibly designed and nimble, allowing for ongoing
adaptations to meet the changing needs of children, the
greater learning community and technological
advancements. EnvisionEdPlus will assist
STEM Coordinator and Principals in more effectively
linking PK-16 Education, industry and community
systems and forging mutually beneficial partnerships to
expand learning opportunities for children. EnvisionEdPlus
will also be responsible for arranging Coordinated
Contract Services through service providers required
during the grant period.

experience supporting
support school and
community leaders in
Ohio, Kentucky and
Michigan envisioning a
new educational system
for today's schools PLUS
offer expert grant writing
and research support to
assist schools and non-
profits as they implement
their vision. She has
authored nearly
$19,000,000 in funded
grant applications for
schools and non-profits in
Ohio, Michigan and
Maryland. She has
experience as a federal
and state grant reviewer
(Ohio and Michigan). Mrs.
Timmons led Muskingum
Valley Educational Service
Center's award winning
Care Team Collaborative
which supported 15
schools in 6 Ohio counties
as they implemented a
Comprehensive Systems
of Learning Supports to
address academic and
non-academic needs of all
children. Timmons is also
a Buck Institute for
Education National Faculty
Candidate (Cohort 2014)
and a Search Institute
trained facilitator. She has
worked in public education,
non-profit and the private
sector and clearly
understands how schools,
non-profit and industry can
coordinate to improve
systems which will expand
resources/supports for
children as well as
improve the bottom line for
each partner.

defounder and educational
service provider. While
working for the
KnowledgeWorks
Foundation, she served as
the Manager of Partnership
Development and Technical
Assistance Coach at
EDWorks and developed a
deep understanding of
innovation, collaboration and
problem solving from a
school and systemic
approach. At EnvisionEdPlus,
she has taken those lessons
and developed a series of
tools and trainings which
build local capacity to assess
their progress towards
innovation and
create/implement plans to
move from traditional
educational systems to
disruptive systems. Michele
Timmons' administrative
career started at Maysville
Local School District, a small
rural district in southeastern
Ohio where she led school re-
design and innovation
efforts at the middle and high
school levels. While at
Maysville, Mrs. Timmons
founded Foxfire Center for
Student Success, one of
Ohio's first and longest
running charter schools.
Foxfire's design and strong
focus on achievement for all
brought it recognition by the
US Department of Education
as a Model Dropout Recovery
School. Her Care Team
Collaborative work received 9
state and national awards for
best and promising practices
addressing non-academic
barriers to learning by
collaborating across sectors.